Ph.D. Counselor Education & Supervision

Course: COUN 8100: Dissertation
Credits: 4 (1 credit per quarter over four quarters)
Dates: Fall, 2018 – Summer, 2019
Times: To Be Announced
Instructor: Ned Farley, Ph.D.
Instructor Contact: efarley@antioch.edu
Course Liaison: Dusty Destler, Ph.D.

Prerequisite
Successful completion of required first and second year coursework & Comprehensive Exam

Corequisite
Simultaneous registration in COUC/COUN 8950: Advanced Professional Seminar & Inquiry

Major Learning Intention
The dissertation is the capstone project for the doctoral degree in Counselor Education & Supervision. Beyond the Comprehensive Examination, it is the product that demonstrates a proficiency of a particular chosen subject via a substantial paper that is typically based on original research and that gives evidence of the candidate’s mastery both of their subject and of scholarly method.

Learning Goals and Activities (as per CACREP Doctoral Standards)
The candidate will be expected to do more and better reading and research than for a standard graduate essay. The work should display accuracy and skill in its investigation and discussion of the subject. The discussion will give evidence of critical analysis (i.e. standing back from the subject and weighing up pros and cons; for example, that one will show understanding that aspects of particular theories or viewpoints are open to question). The dissertation process commences in the final year of the Ph.D. CES program. The structure is outlined over four quarters, with each quarter focuses on a chapter of the final dissertation product (Proposal, Literature Review, Content, Summary & Evaluation). Students are enrolled in the Advanced Professional Seminar & Inquiry each quarter; a seminar that supports the student in progressing successfully through the dissertation process.

Learning Documentation & Assessment
The student will participate in the corequisite seminar with their peers and faculty advisor in order to create a supportive environment for successful completion of the dissertation process. Each quarter will focus on the successful completion of the appropriate chapter of the dissertation through peer and advisor support in identifying foci and where in the process students might need additional help. While the focus is to guide the student through the dissertation process over four quarters, it is recognized that there are factors that might contribute to the student requiring additional time. When this happens, the faculty advisor will work with the student to identify a
realistic additional timeline. The faculty advisor as instructor will complete a final, credit-bearing comprehensive assessment at the end of each quarter.

**Confidentiality**

Students should be aware of the Institutional Review Board (IRB) which requires all research involving human subjects to be formally approved through the IRP process. While CES students have been introduced to the IRB process in their core research coursework, the first quarter of the dissertation process is when a formal submission to the IRB is expected. As always, students should stay abreast of confidentiality and legal rights procedures as may be appropriate for their dissertation area in order to meet appropriate legal and ethical standards.

**Assessment Criteria for Ph.D. Students:**

Ph.D. students are assessed in 9 areas across 4 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency**. In order to successfully move into the internship year, students must demonstrate an overall **intermediate competency level** in 50% of all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall **intermediate competency** level in at least 75% of course/learning assessments for their program.

**Definitions of Competency Areas:**

**Critical Thinking** - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**Verbal Communication** - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

**Oral Presentation** - able to present ideas in a well-organized format; open and able to respond to questions.

**Written Communication** - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

**Cultural Awareness and Responsiveness** - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

**Social Responsibility** - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

**Emotional Maturity** - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.
Ethical Conduct - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Definitions of Competency Levels:

Below Competency: Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, participation, and successful completion of all assignments or duties in a manner which demonstrates a basic understanding of the dissertation process and application to diverse populations of students, clients, counselors or other appropriate bodies.

Required Competency: Demonstrates a basic understanding of the dissertation process and application to diverse populations of respective receivers of services, as outlined above, and by meeting all of the minimum requirements for the expectations outlined in the syllabus.

Intermediate Competency: Meets Required Competency as well as demonstrating an ability to think both reflectively and critically in terms of the dissertation process and multicultural perspectives related to the delivery of the dissertation.

Advanced Competency: Meets Intermediate Competency as well as demonstrating an ability to think more systemically about the student’s role in the dissertation process and a clear articulation of one’s own orientation, goals & objectives in delivery of the dissertation.

Course Competencies and Learning Evidence as per the CACREP Doctoral Level Standards

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<thead>
<tr>
<th>Knowledge (CACREP)</th>
<th>Skills</th>
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<tr>
<td>Doctoral students must complete dissertation research focusing on areas relevant</td>
<td>Successful completion of the dissertation as approved by the dissertation committee and program.</td>
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<td>to counseling practice, counselor education, and/or supervision. (CACREP 6A5)</td>
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<td>Awareness of the AUS Institutional Review Board requirements for human subjects</td>
<td>Successful submission and approval of research proposal through the AUS IRB.</td>
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<td>research.</td>
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<td>Ability to write at a doctoral level for publication, including adhering to APA</td>
<td>Successful completion and acceptance of the dissertation.</td>
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Course Assignments and Schedule

As part of the seminar process, students will be working at their own pace each quarter in order to complete each chapter of their dissertation. In general, the process will include attention to a specific chapter each quarter in this four quarter sequence:

- Quarter 1: Dissertation Proposal
- Quarter 2: Literature Review
- Quarter 3: Content (Research)
- Quarter 4: Summary & Evaluation (including References/Bibliography/Addenda)

Audio or Video Recording:

- Audio- or Video-recording of Classes
  
  Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the Guidelines for Lecture Capture and Audio/Video Recording. The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one’s own, when that idea or product is derived from another source and presented without credit to the original source. “Idea or product” includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor. E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students’ record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.
5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary
extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student’s academic standing. Upon satisfactory completion of the INC, it will no longer count against the student’s academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

University Policies

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online:  http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Shana Hormann, Dean of Students, shormann@antioch.edu or 206.268.4714.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4151 or dss.aus@antioch.edu.
Library Services and Research Support
The AUS Library is here to serve you throughout your academic career. On our physical shelves, you’ll find books carefully vetted to help you in your academic pursuits. In addition, you’ll also find journals, masters’ theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system. To search the library catalog and beyond, please see the AUS Library web page, http://www.antiochseattle.edu/library. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches workshops throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University
Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for free writing support:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers free peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at www.antiochseattle.edu/tutoring, call: 268-4416 or email: writinglab.aus@antioch.edu. We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers’ Exchange (WEX): fee-based writing support
The Writers’ Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students’ need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you’re working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.
All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.